SRSCOP009B: Collect information on drugs in sport

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| Description  This unit has been developed for the Sport Industry Training Package. This unit covers the knowledge and skills required to identify sources of information on drugs in sport issues.  Unit Sector  Career Oriented Participation  Performance criteria   |  |  |  |  | | --- | --- | --- | --- | | **Element** | |  | **Performance criteria** | | 1. | Collect information on professional advice available on drugs in sport |  | |  |  | | --- | --- | | 1.1 | Identify and document information on the range of ***professional advice available on drugs in sport*** issues 1.2 Document the function of each of these professional services | | | 2. | Collect information on the major types of drugs available in Australian society |  | |  |  | | --- | --- | | 2.1 | Identify and document information on the ***major drugs used in Australian society*** | | 2.2 | Ensure information is as up-to-date, accurate and as comprehensive as available sources allow | | 2.3 | Check conflicting information with relevant sources | | | 3. | Collect information on the effects on the human body of the major drugs |  | |  |  | | --- | --- | | 3.1 | Identify and document sources of information on the ***classification of major drugs in relation to their legal status*** | | 3.2 | Ensure information is as up-to-date, accurate and as comprehensive as available sources allow | | 3.3 | Check conflicting information with relevant sources | | 3.4 | Identify and document the ***short term and long term effects on the human body*** of the major drugs | | 3.5 | Identify and document other ***possible harmful effects of drug use*** as it relates to the individual and society | | | 4. | Collect information on the ways in which the use of performance enhancing, weight control and other drugs are controlled in Australian Society |  | |  |  | | --- | --- | | 4.1 | Identify and document sources of information on the classification of drugs as either ***banned or permitted in sport*** | | 4.2 | Identify and document sources of information on the reasons for drug use and the ***physical and psychological effects of banned and restricted drugs*** | |   Key competencies   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Key Competency** |  | **Example of Application** |  | **Performance Level** | | Communicating ideas and information |  | Relate legal implications to drug use |  | 2 | | Collecting analysing and organising information |  | Collect relevant information on drugs in sport |  | 2 | | Planning and organising activities |  | Not applicable |  | 0 | | Working with others and in teams |  | Seek advice from others |  | 2 | | Using mathematical ideas and techniques |  | Not applicable |  | 0 | | Solving problems |  | Identify banned substances and restricted drugs for sport |  | 1 | | Using technology |  | Use computer and internet to access drug information |  | 1 |   Range statement  The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:   |  |  |  | | --- | --- | --- | |  |  |  | | Banned or permitted in sport |  | * Current information available from   + Australian Sports Drug Agency   + National Sporting Organisation for relevant sport   + Australian Sports Commission   + Australian Olympic Committee | | Classification of major drugs in relation to their legal status |  | * Current information available from   + Australian Sports Drug Agency   + National Sporting Organisation for relevant sport   + Australian Sports Commission   + Australian Olympic Committee | | Major drugs used in Australian society |  | * Current information available from   + Australian Sports Drug Agency   + National Sporting Organisation for relevant sport   + Australian Sports Commission   + Australian Olympic Committee | | Possible harmful effects of drug use |  | * Current information available from   + Australian Sports Drug Agency   + National Sporting Organisation for relevant sport   + Australian Sports Commission   + Australian Olympic Committee | | Professional advice available on drugs in sport |  | * Current information available from   + Australian Sports Drug Agency   + Australian Pharmaceutical Association   + sports practitioner   + sports nutritionist | | Physical and psychological effects of banned and restricted drugs |  | * narcotics   + loss of balance   + slowed breathing   + loss of concentration   + nausea * stimulants   + increased blood pressure   + faster heart rate   + aggression and violence * anabolic agents   + changes in mood   + shrinking of genitals   + hair loss | | Short term and long term effects on the human body |  | * Current information available from   + Australian Sports Drug Agency   + National Sporting Organisation for relevant sport   + Australian Sports Commission   + Australian Olympic Committee |   Evidence guide  The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.   |  |  |  | | --- | --- | --- | |  |  |  | | **Critical aspects of evidence to be considered** |  | * Assessment must confirm sufficient knowledge of drugs in sport issues and their effect on the human body * Assessment of performance should be over a period of time covering all categories from the Range Statements * Assessment must confirm the ability to apply knowledge and appropriate techniques to   + identify sources of information in order to collect information on drugs in sport issues   + ensure the information is up to date and accurate | | **Interdependent assessment of units** |  | * This unit must be assessed after attainment of competency in the following unit(s)   + Nil * This unit must be assessed in conjunction with the following unit(s)   + Nil * For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)   + Nil | | **Required knowledge and skills** |  | * Required knowledge   + Knowledge of organisation's policy and procedures for researching information from external organisations * Required skills   + Problem solving strategies to know how access information on systems you do not have any knowledge of   + Interpersonal skills to develop rapport with organisations from whom you wish to gather information   + Communication eg verbal and listening skills   + Negotiation skills to negotiate access to information | | **Resource implications** |  | * Physical resources - assessment of this competency requires access to   + information on the drugs in sport issue and information from organisations that provide advice on these issues * Human resources - assessment of this competency will require   + personnel with career oriented participation competency at the appropriate level   + personnel to be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area   + personnel to have attained the National Competency Standards for Assessment BSZ401A, BSZ402A and BSZ403A | | **Consistency in performance** |  | * Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant | | **Context for assessment** |  | * This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance * This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes * Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons | |